

**THE USE OF EXTENSIVE GRADED READING (EGR) IN PROMOTING
STUDENTS VOCABULARY MASTERY AT SMAN 1 TUREN**

THESIS

**Presented as a Partial Fulfillment of the Requirement for Masters' Degree of English
Language Education**



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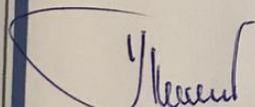
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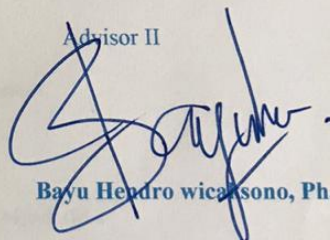
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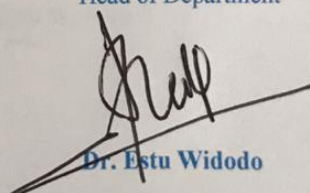
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Hereby, declare that:

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Malang, September 23rd 2020

The Writer,


RIFATUL MAGFIROH

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Malang, Sept 23st 2020

THE USE OF EXTENSIVE GRADED READING (EGR) IN PROMOTING STUDENTS VOCABULARY MASTERY AT SMAN 1 TUREN

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ABSTRACT

This study aims to contribute extensive reading activities in teaching and learning English, particularly in mastering vocabulary. This study could enhance knowledge about the application of extensive reading activities or teaching strategies that are appropriate to the level and student's needs at SMAN 1 Turen. The design used in this study was a true experimental research design. In this study, researcher took two classes from eleventh grade. On purpose the researcher consequently, the sample used was two classes specifically XI MIA 1 as an experimental group and XI MIA 2 as a control group. The test procedures applied in this study was pre-test and post-test to measure and compare the transformations result. The research finding showed the students' vocabulary post-test scores in the experimental group ranged between 70 and 95 with the mean of 76.83 and the standard deviation of 5.97. Meanwhile, the students' post-test scores in the control group ranged between 65 and 90 with the mean of 71.45 and the standard deviation of 5.993. It concluded that the mean of the experimental group was significantly higher than that of the mean of the control group. From the results of students' shows vocabulary accomplishments after treatment using extensive graded reading were better than before the treatment. The hypothesis value of the degree also shows of significance result of $t : t_t = 2.675 > 1.67$ in the degree of significance 5 %. Since the t score is higher than t_t , it means that the alternative hypothesis (H_a) of research is accepted and the null hypothesis (H_o) is rejected. Thus, concluded that extensive graded reading has a significant influence on students' vocabulary mastery.

Keywords: *Extensive reading, Extensive Graded Reading, Vocabulary Mastery*

PENGUNAAN EXTENSIVE GRADED READING (EGR) DALAM MENDORONG KOSAKATA SISWA SMAN 1 TUREN

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ABSTRACT

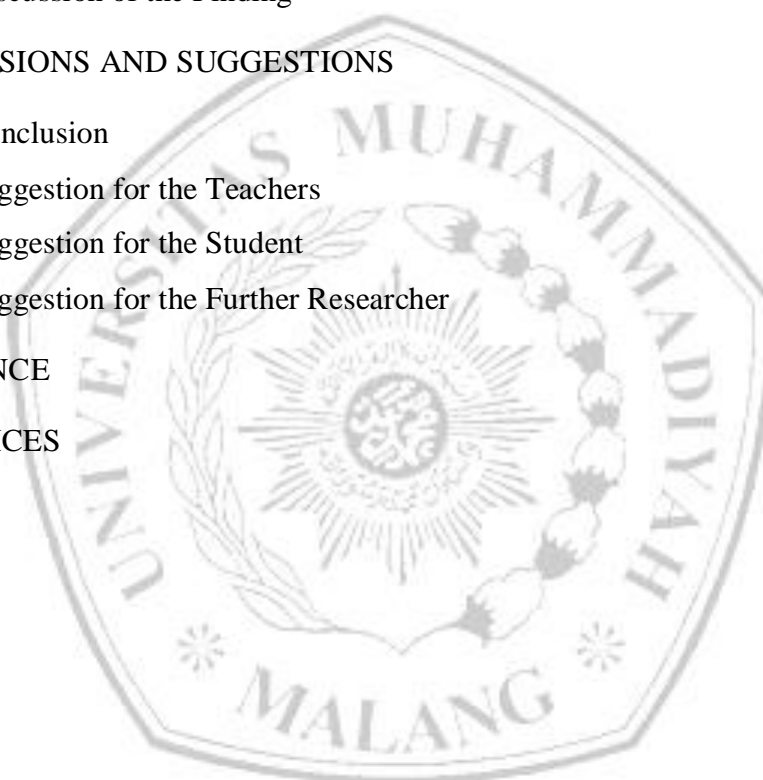
Penelitian ini bertujuan untuk memberikan kontribusi aktivitas membaca yang ekstensif dalam pengajaran dan pembelajaran bahasa Inggris, khususnya dalam penguasaan kosakata. Penelitian ini dapat meningkatkan pengetahuan tentang penerapan kegiatan membaca ekstensif atau strategi pengajaran yang sesuai dengan jenjang dan kebutuhan siswa di SMAN 1 Turen. Desain yang digunakan dalam penelitian ini adalah desain penelitian eksperimen. Dalam penelitian ini peneliti mengambil dua kelas dari kelas sebelas. Pada penelitian ini sampel yang digunakan ada dua kelas yaitu XI MIA 1 sebagai kelompok eksperimen dan XI MIA 2 sebagai kelompok kontrol. Prosedur tes yang digunakan dalam penelitian ini adalah pre-test dan post-test untuk mengukur dan membandingkan hasil transformasi. Hasil penelitian menunjukkan nilai post-test kosakata siswa pada kelompok eksperimen berkisar antara 70 dan 95 dengan mean 76,83 dengan standar deviasi 5,97. Sedangkan nilai post-test siswa pada kelompok kontrol berkisar antara 65 dan 90 dengan rerata 71,45 dan standar deviasi 5,993. Disimpulkan bahwa rata-rata kelompok eksperimen lebih tinggi secara signifikan daripada rata-rata kelompok kontrol. Dari hasil belajar siswa menunjukkan ketercapaian kosa kata setelah perlakuan dengan menggunakan membaca bertingkat ekstensif lebih baik daripada sebelum perlakuan. Nilai hipotesis derajat juga menunjukkan hasil signifikansi $t: t_t = 2,675 > 1,67$ pada derajat signifikansi 5%. Karena nilai t lebih besar dari t_t , maka hipotesis alternatif (H_a) penelitian diterima dan hipotesis nol (H_o) ditolak. Dengan demikian, disimpulkan bahwa membaca bertingkat ekstensif memiliki pengaruh yang signifikan terhadap penguasaan kosakata siswa.

Kata Kunci: Membaca Ekstensif, Membaca Bertingkat Ekstensif, Penguasaan Kosakata

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INTRODUCTION

A. Background of the Study

English is a device for communicating both orally and written. The Ministry of National Education prepare the standard competency in the Curriculum 2013 in which enlighten the intention of English as an instrument for communicating. In order to access information and exchanging in English culture, vocabulary plays the most important role in learning a foreign language too communicate well. Therefore, student have to get a sufficient number of words and ought to know how to use them accurately and appropriately in any other way. Accordingly, Indonesian teacher need to acquire some of new teaching language methodology in which suitable for vocabulary mastery. English language teaching (ELT) is a very complex problem mostly in reading activity.

There are a number of variables or factors that can potentially influence the success of foreign language teaching. Nevertheless, many efforts have been made to develop the quality of teaching English, yet the results are still very far from goal. Some possible reasons might be that language teachers feel unsettled to include extensive reading time into their teaching plan Herman (2003) as cited in (Macalister, 2010), stated they have a culturally different viewpoint regarding silent reading as one of the characteristics of extensive reading implementation because in some cultures. Silent reading might not be perceived as class learning (Prowse, 2002). Teachers' hesitation in conducting ER is also shown by Huang (2015). Another worth-noting point is related to how reading practices are held in Asian contexts. As Robb (2002) observes, in spite of the limited time, EFL classes in Asia are to focus on teaching all the four skills. This may result in limited reading time, particularly time for ER activities (Macalister, 2010).

The exclusion of extensive reading programs from language learning activities is likely to affect students' language development and literacy they might not build up a good reading habit, nor may they be willing to read English books voluntarily. According to Asraf and Ahmad (2003), students need to be well situated to take up voluntary reading activities through a systemic reading program such as extensive reading. However, the empirical data describes that students' language skills comprehensively is still very rare. The phenomenon of students' weakness in

mastering English above is definitely unsustainable, this must be sought to have new teaching alternative. Extensive graded reading (EGR) may be an option to unravel the problem because it presents the various needs of students towards the target language.

Graded reading, mostly known as extensive reading, is reading huge amounts of texts that interest the reader. Rather than learning the language, the focus is on developing reading fluency and general comprehension. Takase (2003) Reading a wide variety of things enable learners to build reading speed and enhance reading confidence. Also (Bell, 2001: Sheu, 2003) defines as graded reading helps learners to promote grammar and vocabulary knowledge. While reading learners revisit unfamiliar vocabulary and grammar constantly, Constant repetition of the words and structures allows learners to process them faster. Graded reading exposes learners to massive amounts of language practice (Iwahori, 2003). Horst (2005) in another study found that extensive reading results in increase vocabulary. Richards and Schmidt (2002) also found reading in large vocabulary knowledge and structures that will encourage the desire to read.

Several studies have reported the beneficial effects of extensive reading in teaching which in all of the studies below shows an increase in some specific reading needs for English as a Second Language (ESL) for students such as reading speed and understanding (Damayanti, 2011), vocabulary (Ayuningtyas, 2012; Ghanbari & Marzban, 2013), reading ability (Meng, 2009) and reading level (Mermelstai, 2014). Following several previous studies that claims extensive reading can lead to a significant increase in student reading speed and the role of multilevel reader programs have proposed this research.

B. Statement of problems

This research is directed to answer two questions. First, Does extensive reading taught to the student promote student vocabulary mastery?. Second, Does student taught by extensive reading show better accomplishment than those who are taught by grammar translation method (GTM)?

C. Hypothesis

This research has two hypothesis those are H_a and H_o . H_a : Student who are taught extensive graded reading (EGR) show better vocabulary accomplishment than those who are taught by grammar translation method (GTM). H_o : Student who are taught extensive graded reading (EGR) did not show better vocabulary accomplishment than those who are taught by grammar translation method (GTM).

D. The Purpose of the Study

Based on the questions formulated, the purpose of this study is to determine significant differences between students who are taught using extensive graded reading and those who are not given. Also, does this technique is very helpful for students in enhancing their vocabulary learning.

E. Significance of the Study

This study aims to contribute theoretically and practically significances. Theoretically, this study can support the importance of extensive reading activities in teaching and learning English, particularly in mastering vocabulary. This study can enhance knowledge about the application of extensive reading activities or teaching strategies that are appropriate to the level and student's needs. Practically, the result of this study delivers all elements of English language teacher and other researcher. In addition, this research may provide information for English teacher about various new techniques and experiences to improve the quality of vocabulary teaching. The latter is for other researcher, he will provide inspiration and references in conducting similar research related to the same strategy, and with the same or different research designs to improve the quality of vocabulary teaching through extensive reading activities.

F. Scope and limitation

The focus of this research is limited to the use of extensive graded reading in upgrading student vocabulary master on eleven grade students at SMAN 1 Turen in academic year 2019/2020.

G. Definition of Key Terms

Extensive reading is a type of reading instruction providing a large number of reading materials to learners independently. Students are required to read

extensively for general meaning, information, and pleasure (Day, 2004). Through extensive reading, learners can develop good reading habits, build up vocabulary knowledge and enhance positive reading attitudes.

Hill (2008) defines graded reading as “books written for learners of English using limited lexis and syntax”. When learners read at their reading ability, they stand a better chance of developing their reading confidence and fluency. Graded readers include restricting grammatical structures and vocabulary (Nation & Mingtzu, 1999). In graded readers new vocabulary and grammatical structures are repeated and recycled for learners so that they become familiar with them. For that reason, as learners read significantly their ability to understand is promoted and they are encouraged to read more. Learners have an opportunity to improve their skills by means of graded readers.

Schmitt (2000) “lexical knowledge is central to communicative competence and to the acquisition of a second language” Vocabulary knowledge is often viewed as a critical tool for second language learners because a limited vocabulary in a second language impedes successful communication.

Afterwards, learning vocabulary is one of the solution to discover and have a positive attitude that increase motivation to learn a new language. Student with a lot of vocabulary allow them to understand the meaning of words in a text successfully also developing an adequate level of understanding. At this point, extensive reading is efficient way to encourage students to select what, when, how and where to read on their own.

RELATED LITERATURE REVIEW

A. The Theory and The Advantages of Extensive Reading

Extensive reading definitions had been explained by many researchers. States extensive reading intentionally emphasize on students' reading in the classroom but also outside the classroom (Hari & Bamford, 1998). Reading pleasure, reading voluntarily reading with their respective interests is also called Extensive Reading, as explained by Susser and Rob (1990). Students choose books of their own choice to read independently and it should not be followed up by any task related to the reading material. The extensive reading point that is generally a large number of materials with the aim of being a general

comprehending and gaining preference from the text. It can be interpreted that reading with different topics according to the interests of students and students choosing books according to their level, they will comprehend interesting texts consisting of most familiar vocabulary and grammatical elements.

Waring and Takaki (2003) also emphasize that in a large reading room, students read large amounts of simple text. Consequently, they can read smoothly, confidently, and pleasantly. Moreover, Nuttall (2005) defines extensive reading as the simplest and effective way to increase students' abilities. Likewise, Nuttall, Day and Bamford (2004) also state extensive reading is a good strategy for improving reading skills and linguistic competence.

The various benefits of extensive reading that some language researchers have stated, reading extensive effective ways to improve vocabulary mastery (Nuttall, 2005). With extensive reading allow students to have many opportunities to review words repeatedly consequently students become familiar with the words. Goes in line with Bamford and Richard (2004) When extensive reading is at issue, one of the first definitions given is reading large quantities of specially designed materials rapidly for general comprehension with special focus on meaning in the target language. In order to increase students' target language, it also enhance other skills such vocabulary mastery, extensive reading improves other languages skills; listening, speaking, and writing. As Davis (1989) also explained through discussing or presenting students' opinions after reading is an opportunity to training speaking, besides summarizing and recording can be a suitable technique for writing activities these activities make students look great at improving their writing and speaking skills.

B. The Theory and The Advantages of Extensive Graded Reading

As a means of increasing the level of readers, graded readers are most often used for extensive reading, namely reading for pleasure outside the classroom, but they can and must also be used for other purposes. Hill (2001) proposes that these books can be used in reading courses and as class texts. Hill also define using a multilevel teacher can utilize the contents of a book for written and oral

communicative activities. As for other benefits that are stated by Hill "by using the same book the teacher can check students' understanding more efficiently". In line with Hill, Koey (2015) also emphasizes that using a graded reader as a class text means that all students in the class will read the same book.

Furthermore, Nation and Wang (1999) students with graded readers can increase the level of comfort and fluency in reading a second language. In repetition, vocabulary learning is very important, in other words, the possibility of students learning a word higher if they often find words in different contexts. Nation and Wang (1999) state that reading seven stories readers at Level 1 will ensure that students find each level of 1 word more than 10 times. In graded readers new vocabulary and grammatical structures are repeated and recycled for learners so that they become familiar with them.

C. The Theory and The Advantages of Grammar Translation Method

Grammar, defined by Chomsky (2006) as the system of rules that specifies the sound meaning relation for a given language, is core in language in general. when The Grammar Translation Method (GTM) comes into the area of language teaching method, we will soon recognize that the grammar-translation method has become the child nobody loves or wants to acknowledge since this method has been considered out of date and ineffective to be used in modern language teaching. It all sounds rather dull, but it is undeniable to see the facts that the Grammar Translation Method has ever gone through a remarkable success. Bowen (2013) points out that with Grammar Translation Method, millions of people have successfully learnt foreign languages to a high degree of proficiency and, in numerous cases, without any contact whatsoever with native speakers of the language. Also according to Donough (2002) Grammar Translation, are in fact perceived by learners to be conducive to learning. Ellis (2006) also stated Grammar Teaching involves any instructional techniques that draw learner's attentions to some specific grammatical form in such a way that it helps them either to understand it meta-linguistic or process it in comprehension and production so that they can internalize it.

D. The Theory of various kind and the Importance of Vocabulary

Vocabulary can be defined, as the words we learn in foreign languages Penny (1991) stated vocabulary is words that are taught in a foreign language. In conclusion, vocabulary of a new language is considered as vocabulary comes from a foreign language. But in contrast to Barnhart (2008) interpreting vocabulary as follows, "... (1) the stock of words used by people, classes of people, professions, etc. (2) collections or lists of words, usually in alphabetical order and defined. it can be concluded that vocabulary is a set of words known by someone or another entity or is part of a particular language.

Receptive and productive are two types of vocabulary mentioned by Nation (2001) or it can be termed as passive and active. Receptive or passive vocabulary indicates the words that are recognized learned by native speakers and foreign students but are rarely used, used rarely in listening and reading. Active vocabulary is used actively both in speaking and writing.

In line with the nation, Corson (1997) marks between productive and receptive vocabulary by stating that productive vocabulary as determined vocabulary where all the words students need in their daily life communication. On the other way receptive vocabulary includes productive vocabulary that is not commonly known by students and is rarely needed in daily communication. Furthermore, Hoffman (1993) also distinguishes two types vocabulary. They are primary vocabulary and minor vocabulary. A vocabulary that covers the words used in routine is also called primary vocabulary. Minor vocabulary is innumerable words that are rarely used by someone.

As stated by Thornbury (2002) having a lot of vocabulary measures a large collection of goods. He further stated that vocabulary learning is a core it enriches someone knowledge of words. This indicates that student success in learning language does not depend on the amount of the vocabulary he has learned, but also the vocabulary he has. Cameron (2001) considers that constructing foreign language vocabulary learning at the primary level is very useful. The need for vocabulary is very important for foreign language participation in a discourse. Relatedly, Hawken (2010) recommends that building vocabulary means understanding the meaning of words and learning

to solve these words. Hence, students can also broaden their vocabulary mastery by using vocabularies buildings.

E. The Requirements of Effective Teaching and learning Vocabulary

Teaching is controlling and helping learning, allowing learners to study and establish situations for learning Brown (2001). Brown's enlightenment finds out or understands a learning feature that is owned. An instruction explaining or helps someone learn to do something, guiding in learning something, offering knowledge, is needed in teaching activities. In line with Brown, Hornby (2000) explains teaching as giving instruction to someone, providing someone knowledge, skills, and giving lessons in school. Instructs students to learn, gives instructions to do assignments, or regulates the teaching-learning activity in creating students able to learn. The termination is an activity that can support students acquire and develop skills by giving training, knowledge or lessons it is called teaching.

"Teacher collaboration between student and teacher takes an authoritative role similar to that expert who supports students" is a definition of learning according to Vygotsky in (Feez, 2002). Supporting above opinion, Kimble and Garnezy in Brown (2000) strengthened exercise is the result of relatively permanent changes in behavioral tendencies. This can be described as a process of permanent change that happens as a result of experience.

In associated with the learning vocabulary, Wilkins (1997) clarifies learning to differentiate the progress word meaning in the target language from their closest equivalents the first language is vocabulary learning. Likewise, Brown (Cameron, 2001) in learning vocabulary based on research into student strategies there are five important steps that must be understood, including, a) having a source for dealing with new words, b) clear picture visual or auditory for new words, c) studying the value of words, d) creating a strong memory connection between the form and word meaning and e) using words.

F. Qualified of Vocabulary good test

The prominence of vocabulary test and knowledge to enable a foreign language learner to function effectively in academic settings is thus crucial to be implemented. Nation (2008) argues that “vocabulary testing can be used to work out what needs to be taught, to monitor and encourage learning, to place learners in the right class, to measure learners’ achievement, to measure learners’ vocabulary size and performance.” He further adds that for research purposes, vocabulary testing can be used to “evaluate teaching and learning activities.” Anderson and Freebody (1983) found that “vocabulary size is a good predictor of reading comprehension.” Coady, Magott, Hubbard, Graney and Mokhtari (1993) also found that vocabulary is “an important factor for obtaining fluency in speech.” Vocabulary assessment can help teachers to measure the effectiveness of their teaching and learning activities. The purpose of vocabulary assessment, according to Read (2000), is to “monitor the learner’s progress in vocabulary learning and to assess how adequate their vocabulary knowledge is to meet their communication needs.”

RESEARCH METHODOLOGY

A. Research Design

This study aims to determine whether Extensive Graded Reading (EGR) was able in promoting student’s vocabulary master. The design used in this study was a true experimental research design. Experimental researches are the most effective quantitative research methods for knowing causal relationships between two or more variables (Gall & Borg 2003). This goes in line with Creswell (2012) experimental research is a study to test an idea, practice or procedure to determine whether it affects the outcome on dependent variable.

In conducting this research, researcher was not allowed to do random selection of subjects, because subjects naturally formed in a group of student’s classes. Creswell (2012) also argues that in educational settings, many experiments occur in situations where researcher use intact groups mostly due to the availability of participants or because the arrangement prohibits forming artificial groups. Therefore, in this study, quasi-experiments quantitatively used an unequal control group design (Pre-Test and Post-Test).

B. Research Variable

In this study there were two variables which examined, particularly independent variable and dependent variable. According to Fraenkel, Wallen and Hyun (2012) variable as independent variables that researcher need to investigate or further discover about one or more variables. The dependent variable was a variable that is considered the effect of independent variable. The dependent variable of this study was students' vocabulary mastery. The independent variable in this study was Extensive Graded Reading (EGR) technique. In this context, researcher clarifies the effects of Extensive Graded Reading (EGR) on promote student vocabulary master.

C. Population and Sample

In this research, the populations were all social class of eleventh grade students at SMAN 1 TUREN. The researcher selects this grade, since it matches the material that used in the study therefore the researcher decided eleventh-grade student as the population. The research sample is a portion of the population taken as a source of data and can represent the entire population. In this study, researchers took two classes from eleventh grade SMAN 1 TUREN. On purpose the researcher took two classes as samples because this study used an experimental research method, consequently the sample used was two classes specifically one as an experimental group and one class as a control group.

D. Procedure to take Sample

First, the researcher determines the population that was being the object of the study. Determine the number or size of the sample to be used, which considered as representative of the population. Then dividing the sample into two groups, namely the experimental group which was given extensive graded reading treatment and the control group which given grammar translation method. Provides a pre-test for both experimental group and control group. Providing treatment for both experimental group and control group as many as 6 meetings. Conducted the final test post-test in the experimental group and the control group after treatment was given. Processing and analyzing data from the pre-test and post-test results in spss program. Conclude the research results obtained in accordance with the results of data processing and analysis.

E. Setting of the Study

This research is conducted at SMAN 1 TUREN. The high school was located on JL. Panjaitan No.65, Sedayu, Turen, Malang, 65175. The place was chosen because it had many achievements and the number of students fulfilled for this research. Therefore, researchers were interested in applying an extensive reading method in upgrading student vocabulary learning. In other words, considering the reasons above by conducting research at SMAN 1 Turen was very important to contribute or increase the schools with those related to English language teaching in this schools.

F. The teaching in Experimental Group

As Malone (2013) states that graded reading material being the most consideration procedure of the reading passages that arranged concurring to several levels and students needs started from the lowest level to the highest one. There is some's procedure that followed by the researcher in constructing graded reading materials which also proposed by Malone (2013). The rules are as follows. First, keep the stories short and easy to read. Then Use natural language. Write about things that are familiar and interesting to the readers. Write about things that can be pictured. Write for a specific person representing the people who was read the story. For more experienced readers the researcher can write differently. In this case, please use more descriptive words and phrases. Then, introduce new ideas and information that being interested to the readers.

G. The teaching in Control Group

In the control group, the same materials and media as the experimental group will be employed with different method (GTM) grammar translation method are used by the researcher. based Freeman (2000) been stated in previous chapter some techniques to be used when using GTM in teaching foreign languages. Some of these techniques include, first Translation of a literary passage. Reading comprehension questions then find the antonyms and synonyms of the word next memorization, use words in sentences, last Composition.

H. Research instrument and Technique of Collecting Data

Consequently, the core instrument of this research is in the form of the test. The main focus of this research is to prove whether the Extensive Graded Reading (EGR) can increase students' vocabulary. As for the advantages associated with multiple choice is, they are very reliable if the test is written well and their will only one correct answer. Another advantage of this test is fast and easy to mark so it is considered very practical from the teacher's perspective. Flexibility is another advantage because multiple-choice questions can be used to assess knowledge at various levels from beginner to advance.

The main focus of this research is to measure whether Extensive Graded Reading (EGR) can promote student vocabulary master. The test procedures applied by researchers in this study is conducting pre-test and post-test. In line with Dimitrov & Rumrill, (2003) to measure and compare the changes resulting from care then compare with one or more control groups who did not receive pre-test and post-test treatment. Pre-Test: this test will be held in the beginning before the treatment was given. The score from this test in the form of data would be analyzed in order to know the difference between the two classes taught by different treatment. Post-Test: this test will be conducted after the researcher applied the treatment in experiment group. Then, the result of the test had been scored, calculated and analyzed to compare the experimental group with the control group which uses conventional teaching media with the same question item on the pre-test.

I. Validity and Reliability

Test rules by comparing the value of t- table and t-count. T-table values were obtained with $dk = n - 1$ and a significant level $\alpha = 0.05$, where n = number of test participants. To find out the level of validity can be done by comparing between t-count and t-table by referring to the rules of interpretation, if $t\text{-count} > t\text{-table}$, means the data is valid, and if $t\text{-count} < t\text{-table}$ means the data is invalid.

From 35 multiple choice items tested on 55 students, the validity test data obtained as there are 26 items or 74.29% of the total questions tested are valid, while the 9 items or 25.71% of the total questions are invalid. Based on the level of validity, from the results of the validity test, only 26 questions or 74.29% met the validity standard are be used as a test tool in the study.

The principle of testing is done by comparing the r count with r table. The r -table value is obtained from $dk = n - 1$, and significant 5% or $\alpha = 0.05$. To find out the level of reliability can be done by comparing r_{11} to r -table with the testing rules if $r_{11} > r$ -table, then it is reliable, and if $r_{11} < r$ -table, then it is not reliable.

From the test results about 35 items were tested on 55 students. The results of the reliability test calculation obtained 26 items or 74.29% of the total questions tested were reliable, while the remaining 9 items or 25.71% of the total questions were unreliable. In this case all valid questions are reliable. Based on the level of reliability, from the reliability test results only 26 questions or 74.29% that meet the reliability standards to be used as a test tool in research.

J. Data Analysis

After the pre-test and post-test data was collected from the experimental group and the control group, by using an independent sample test the researchers measured the difference between the pre-test and post-test of the experimental group and the control group. The first analysis in this study was the homogeneity of the F test (Levine Test). The data was homogeneous if Same Variances Assuming t-test can be read. But if the Equal Variance is not assumed it means the data was not homogeneous. The following explained F test and Independent sample t-test analysis^[1]

There are some stages of the F test analysis; the first is to determine the hypothesis. Alternative hypothesis (H_a) if the two variants were homogeneous while the null hypothesis (H_0) if the two variants were not homogeneous. The following stage was criteria of analysis, Alternative hypothesis was accepted if P value was more than 5% (> 0.05) null hypothesis was rejected if P value was less than 5% (< 0.05).

After the analysis of the F test, the next stage is an analysis of independent sample t-test, the first determination of the hypothesis. The second determines the significance number, the significance number specified in this study is 5% (0.05). The last analysis is examination and interpretation. H_a is accepted if the value of t is more than t table (value $t > t$ table). Conversely, H_a is rejected if the

value of t is less than t table (value of $t < t_{table}$). On the other hand, H_a is accepted if the P value is less than 5% ($P \text{ value} < 0.05$) or H_a is rejected if the P value is more than 5% ($P \text{ value} > 0.05$). The conclusion is H_a : There is a significant difference between the students who are taught by extensive graded reading and those who do not teach by Extensive Graded Reading. H_0 : There is no significant difference between the students who are taught by Extensive Graded Reading and those who do not teach by extensive graded reading.

RESEARCH FINDING AND DISCUSSION

A. The Result Score of Pre-test the Experimental and Control Group

Researchers conducted a pre-test before training was given to the experimental and control groups. The pre-test was held on January 30, 2020. The result of the pre-test table (see Appendix 3a), there were 31 samples of the experimental group and 31 samples of the control group completed this research. The pre-test form is a multiple-choice test based on the topic given by the researcher. The description of the students' pre-test score as presented in Table A.1 below:

Table A. 1 Score of Pre-test the Experimental and Control Group

Pre-test score					
Group classes	Mean	N	Std. Deviation	Minimum	Maximum
Experimental group	66.29	31	5,691	55.00	75.00
Control group	71.45	31	4,911	65.00	85.00
*$p < 0.05$					

The Table 4.1 revealed the students' vocabulary pre-test scores in the experimental group ranged between 55 and 75 with the mean 66,29 and the standard deviation of 5,691. Meanwhile, the students' vocabulary pre-test scores in the control group ranged between 65 and 85 with the mean of 71.45, and a standard deviation of 4,911 respectively. In order to know whether the sample from the experimental group and the control group were equal, the results of pre-test of both groups were analyzed by Independent Sample T-test. Before the Independent Sample T-test was conducted, homogeneity of the data had to be checked.

B. Homogeneity Testing

The purpose of homogeneity was identifying the parametric test which examines the differences between the two groups with different subjects or data sources. The homogeneity test is required as an assumption, the independent t-test which answers the hypothesis test of this study. The researcher used SPSS as analysis, the data was homogeneous if the result is more than .05. It means there is no significant difference between the experimental and control groups. Nevertheless, when the result of the analysis is less than .05 it is not homogeneous or there is a significant difference between the two groups.

Table B.1 Homogeneity of Variances for the Experimental and Control Groups

Test of homogeneity of variances			
Pre-test score			
Levene statistic	df1	df2	Sig.
1.019	1	62	.317

Referring to the criteria of the homogeneity test, when the Sig is $\geq .05$ it is homogeneous and when the Sig is $\leq .05$, it is considered not homogeneous. Referring to table 4.2 above, the significance level of the homogeneity test of the experimental and control groups was .317. It shows that the Sig value of the data was higher than .05. Thus, it can be concluded the experimental and control groups were homogeneous.

C. The Result Score of Pre-test The Experimental and Control Group

The researcher conducted the post-test after conducting treatment. The results of post-test data analysis in both experimental and control groups, were administered to get the data of the students' scores after implementing different treatments between the two groups. The detailed information about the results scores of the post-test of the experimental and control groups as presented in the Table C.1.

Table 4.3 The Post-test Score of the Experimental and Control Groups

Post-test score					
Group classes	Mean	N	Std. Deviation	Minimum	Maximum
Experimental group	79.83	31	5.972	70.00	95.00

Control group	71.45	33	5.993	65.00	90.00
*p<0.05					

The table above showed that the students' vocabulary post-test scores in the experimental group ranged between 70 and 95 with the mean of 76.83 and the standard deviation of 5.97. Meanwhile, the students' post-test scores in the control group ranged between 65 and 90 with the mean of 71.45 and the standard deviation of 5.993. It could be concluded that the mean of the experimental group was significantly higher than that of the mean of the control group. From the results of the post-test above, the results on students' vocabulary accomplishments after treatment using extensive graded reading were better than before the treatment. This is because there are differences in the learning process using media that are able to further improve the abilities possessed by students after receiving experience in learning.

D. Hypothesis Testing

To determine the influence of student vocabulary mastery, hypothesis testing is required. The Independent Sample t-test was used to measure the difference in post-test scores between the experimental group and the control group. Therefore, to find out whether the treatment has a positive impact or not, it is necessary to set both hypotheses at the 5% significance level. The basic criteria of hypothesis testing are when the $Sig \geq .05$ means H_a is accepted, otherwise if the $Sig \leq .05$ means that H_a is rejected. Two hypotheses have been established to answer the research questions in this study, H_a : Student who are taught extensive graded reading (EGR) show better vocabulary accomplishment than those who are taught by grammar translation method (GTM). H_0 : Student who are taught grammar translation method (GTM) show better vocabulary accomplishment than those who are taught by extensive graded (EGR).

The table of the independent Sample T-test

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2- taile d)	Mean Differ ence	Std. Error Differ ence	95% Confidence Interval of the Difference	
									Low er	Upp er
Student vocabula ry mastery	Equal variances assumed	1.019	.317	2.675	62		5.000	1.342	-1.262	8.738
	Equal variances not assumed			2.675	59.943	.010	5.000	1.01	-1.262	8.759

The result of the statistic calculation indicates that the value of the two groups is 2.675 and the value of the degree of freedom (df) was 62. The researcher compared it with each value of the degree of significance, the result is to: $t = 2.675 > 1.67$ in the degree of significance 5 %. Since the t score is higher than tt, it means that the alternative hypothesis (Ha) of research is accepted and the null hypothesis (Ho) is rejected. Thus, it can be concluded that extensive graded reading has a significant influence on students' vocabulary mastery.

The results of the analysis of the hypothesis test using the t test show that there are significant differences between the pre and post treatment students using the extensive graded reading and the grammar translation method. The average post-treatment student results were higher than the average pre-treatment questionnaire results. As for the increase in student learning activities after using extensive graded reading, this was clearly seen in the learning process, students were more motivated to keep on the lesson. Almost no students talk alone or feel sleepy when following the lesson. Their eyes and attention are all on the slide screen. This creates a class atmosphere that is easy to control and creates a conducive environment.

E. Discussion of the Finding

Based on the finding, there is significant effect on the use of extensive reading to promote student vocabulary mastery. There were several important factors aimed at increasing student scores in using the extensive reading method. these factors are as follows. First, students can choose reading material to be read on their own. The student can provide reading materials by themselves or the teacher can provide it. To coincide with the existing curriculum, the researcher provides several material themes such as sports, music, crime, health, news, features, and others. It goes in line with Day and Bamford (2004) who also stated the reason students enjoy extensive reading programs is because they can choose what they want to read. In addition to various reading topics, the level of difficulty also has to be different so that all students can participate.

On the other hand, the related material provided is by the level of student proficiency. accordingly, students were able to expose several important materials at a certain reading page. Anderson (2014) claims that reading programs should employ a balanced approach whereby students should be exposed to both narrative and expository texts depending on the students' proficiency level.

Second, the role of the teacher in using Extensive Reading is very important to be an example as a good reader, a reliable motivator, and extraordinary encouragement. Besides, teachers' roles in the extensive reading program are "to develop students a life-long interest in reading and its application to their daily lives" (Sachs: 2001). By making notes on student work projects as portfolios, the researcher controlling student progress related to the latest read titles, locations, and choice of preferred titles. Susser and Robb (1990) also find that in extensive reading programs teachers should encourage and assist students with their reading. This can be done by conferences during or after class time, and by checking and commenting on written summaries that students do of their reading.

Third, learning activities in the classroom should be wrapped in an interesting atmosphere. Such as giving an oral short report on each text, making

posters, drawing a picture of a scene, talking about the characters and the plot, and writing reaction reports. Meanwhile, to check the students' competence after reading the entire page, they need to answer several questions information so that researcher knows whether students read the text. Harmer (2007) also stated to keep track of students reading, teachers should encourage them to report back their reading in certain ways.

For some students who have difficulties, peer tutoring with other members of a student who has more proficient by grouping the same topic. consequently, students can discuss the reading material they are working on or choosing together in one group. Goes in line with Fenton-Smith (2008) In addition to allowing students to collaborate with peers, post-reading activities are supposed to stimulate or trigger a creative response or critical thoughts.

Last, Extensive Reading should be an integral part of a curriculum, not just an extra activity. Although Extensive Reading is usually carried out outside the classroom. It must involve teachers and school administrative personnel always remain the student to read the text whether inside or outside the classroom. The best way to maintain students' motivation over time is by making an Extensive Reading part of the curriculum (Jeon & Day, 2015 & 2016; Waring, 2011) because this scheme enables students to do the reading during classroom hours and extend it outside the classroom.

CONCLUSIONS AND SUGGESTIONS

A. Conclusion

Based on the result of data analysis, the researcher comes to the following conclusions: The study found that alternative hypothesis is accepted, and it is concluded there was significant difference on student vocabulary mastery the use of using extensive graded reading rather than student taught by grammar translation method. The findings score before and after the treatment show that extensive reading can help build the perspective that reading English texts is an interesting activity. Teacher or learners who want to promote the vocabulary mastery can adopt the teaching or learning activities following extensive reading activities.

B. Suggestion for the Teachers

Using extensive reading method in promoting vocabulary mastery at classroom activities, teacher should make communicative and fun approach. Give students a different and interesting reading topic each week. Used the trending topic that been discussed it will be more attractive to students. Also evaluate students' understanding of vocabulary in various tests.

C. Suggestion for the Teachers

Using extensive reading method in promoting vocabulary mastery at classroom activities, teacher should make communicative and fun approach. Give students a different and interesting reading topic each week. Used the trending topic that been discussed it will be more attractive to students. Also evaluate students' understanding of vocabulary in various tests.

D. Suggestion for Further Researchers

For future researchers, the results of this study can be used as a comparison and reference material for consideration to further deepen research. The results of this study are expected to be the basis for further research related to extensive graded reading methods for increasing student vocabulary. The results of this study can be used as a reference for other researchers who will conduct research, especially by making the extensive graded reading method an action.

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APPENDIX 1 : Vocabulary test

The test is in the form of multiple-choice test

Instruction

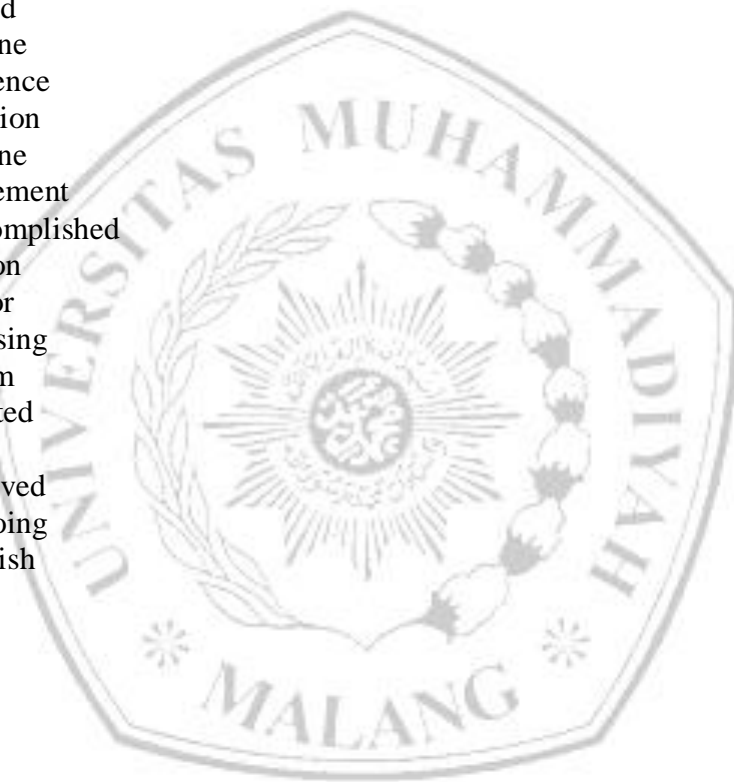
Read the following sentences carefully and find out the synonym of the underlined word!

1. The company only hires employees with excellent **attributes**.
 - a. Dress
 - b. References
 - c. Competence
 - d. Qualities
2. Officials are planning to **assess** the effectiveness of the environmental program.
 - a. Ignore
 - b. Approach
 - c. Evaluate
 - d. Access
3. No one had enough courage to **challenge** his authority.
 - a. Dispute
 - b. Accept
 - c. Answer
 - d. Uphold
4. They consider the **circumstances** surrounding the Prime Minister's resignation to be suspicious.
 - a. People
 - b. Situation
 - c. Timing
 - d. Area
5. The union workers were instructed not to make **comments** about the strike.
 - a. Arguments
 - b. Threats
 - c. Interruptions
 - d. Remarks
6. The investigation of the train crash was **constrained** by lack of cooperation.
 - a. Curbed
 - b. Relieved
 - c. Encouraged
 - d. Noticed
7. Where can I find relevant **data** on global warming?
 - a. Area
 - b. Maps
 - c. Information
 - d. Arguments
8. He has **strong desire** to become a teacher.
 - a. Ambition
 - b. Craving
 - c. Longing
 - d. Wish
9. She was very loving and **loyal** to her children.
 - a. Devoted
 - b. Kind
 - c. Gentle
 - d. Care
10. After she became fired she was under a lot of **worry**.
 - a. Harms
 - b. Problems
 - c. Anxiety
 - d. Trouble
11. She arrived at the beach and **opened out** her towel on the sand.
 - a. Spread
 - b. Put down
 - c. Folded
 - d. Gathered
12. The disobedient children **refused** to obey their teacher.
 - a. Decline
 - b. Ignored
 - c. Defied
 - d. Dared
13. The **spectators** at the theatre enjoyed the show.
 - a. Crowd
 - b. Audience
 - c. Assembly

- d. Host
14. She made the **choice** to leave home when she was eighteen.
- a. Option
 - b. Resolve
 - c. Decision
 - d. Alternative
15. Bill won his **lucky** on the lottery, he bought himself a yacht.
- a. Fortune
 - b. Cash
 - c. Money
 - d. Capital
16. The parents failed to come to an **accordance** about the children in their divorce settlement.
- a. Compatibility
 - b. Agreement
 - c. Planning
 - d. Organization
- 21.
- a. Magnanimous
 - b. Imposing
 - c. Noble
 - d. Polite
22. The dress code for the evening was **glamour** and perfect.
- a. convenient
 - b. amazed
 - c. charm
 - d. stunned
23. The car fumes in the large and busy city **contaminated** the air and rivers causing health problems amongst its inhabitants.
- a. Polluted
 - b. Affected
 - c. Harmed
 - d. Damaged
24. I like Chris. He's got a great **sense** of humor.
- a. Taste
 - b. Feel
 - c. Sensitivity
 - d. Sympathy
25. Chris is quite **unfriendly**. He doesn't talk about his personal life much.
- a. Gentle
 - b. Reserved
17. The athlete **successfully completed** her lifetime ambition when she won her gold medal.
- a. Gained
 - b. Moved
 - c. Accomplished
 - d. Expanded
18. Paul enrolled at his local swimming club for private swimming **instruction** with a qualified instructor.
- a. Organization
 - b. Business
 - c. Corporate
 - d. Tuition
19. He screamed when he saw he spider as he had a **fear** of them.
- a. Horror
 - b. Brave
 - c. Heroic
 - d. Valiant
20. His performance was very **impressive**.
- c. Polite
 - d. stubborn
26. Kitty's very **sociable**, She goes out with her friends almost every day.
- a. Exciting
 - b. Talkative
 - c. Chatty
 - d. Outgoing
27. Lenny's rather **immature**. Sometimes he behaves like a little child.
- a. Childish
 - b. Impatient
 - c. Sensible
 - d. shy

Answer key!

1. Qualities
2. Evaluate
3. Dispute
4. Situation
5. Remarks
6. Curbed
7. Information
8. Ambition
9. Devoted
10. Anxiety
11. Spread
12. Decline
13. Audience
14. Decision
15. Fortune
16. Agreement
17. Accomplished
18. Tuition
19. Horror
20. Imposing
21. Charm
22. Polluted
23. Feel
24. Reserved
25. Outgoing
26. Childish



APPENDIX 2a : Multiple choice validity test results

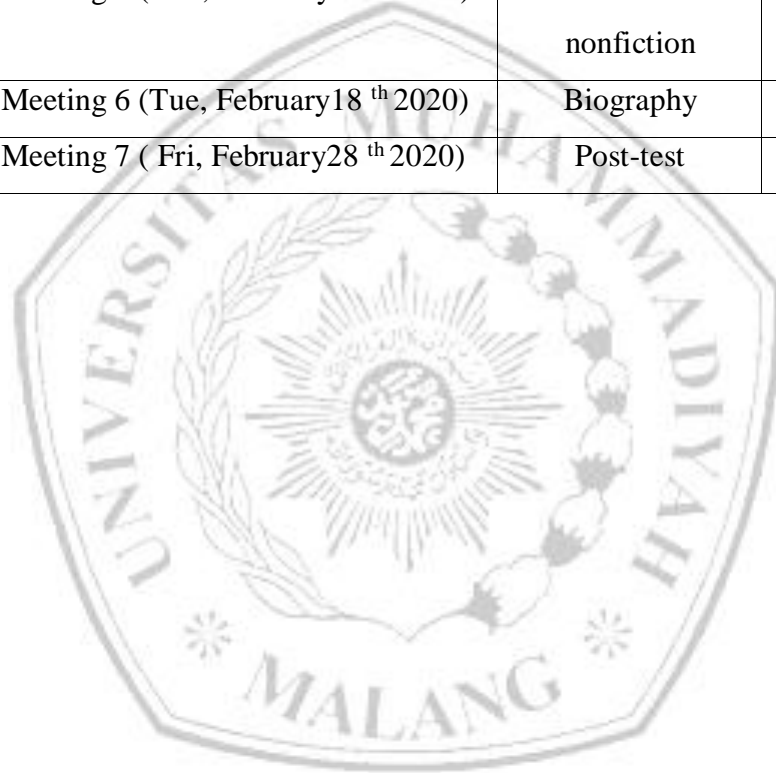
No item	Validity		
	<i>r value</i>	<i>r table</i>	Explanation
1	1.721	1.691	Valid
2	-0.356	1.691	Invalid
3	1.847	1.691	Valid
4	-0.409	1.691	Valid
5	1.997	1.691	Valid
6	3.299	1.691	Valid
7	1.321	1.691	Valid
8	1.864	1.691	Valid
9	3.866	1.691	Valid
10	4.876	1.691	Valid
11	1.840	1.691	Valid
12	1.858	1.691	Valid
13	1.881	1.691	Valid
14	2.826	1.691	Valid
15	2.089	1.691	Valid
16	2.327	1.691	Valid
17	2.386	1.691	Valid
18	-0.463	1.691	Invalid
19	3.545	1.691	Valid
20	0.843	1.691	Valid
21	2.061	1.691	Valid
22	1.692	1.691	Valid
23	-2.012	1.691	Invalid
24	3.167	1.691	Valid
25	1.693	1.691	Valid
26	-0.451	1.691	Invalid
27	0.559	1.691	Invalid
28	3.407	1.691	Valid
29	-0.237	1.691	Invalid
30	4.762	1.691	Valid
31	1.696	1.691	Valid
32	1.714	1.691	Valid
33	0.553	1.691	Invalid
34	-0.213	1.691	invalid
35	2.722	1.691	Valid
Valid 26 (74,29%)			
Invalid: 9 (25,71)			

APPENDIX 2b : Multiple choice reliability test results

No item	Reliability		
	<i>r value</i>	<i>r table</i>	Explanation
1	0.399	0.32	Reliable
2	-0.128	0.32	Unreliable
3	0.459	0.32	Unreliable
4	-0.148	0.32	Reliable
5	0.408	0.32	Reliable
6	0.655	0.32	Reliable
7	0.399	0.32	Reliable
8	0.324	0.32	Reliable
9	0.707	0.32	Reliable
10	0.778	0.32	Reliable
11	0.371	0.32	Reliable
12	0.344	0.32	Reliable
13	0.465	0.32	Reliable
14	0.602	0.32	Reliable
15	0.500	0.32	Reliable
16	0.536	0.32	Reliable
17	0.544	0.32	Reliable
18	-0.169	0.32	Unreliable
19	0.679	0.32	Reliable
20	0.247	0.32	Unreliable
21	0.495	0.32	Reliable
22	0.420	0.32	Reliable
23	-0.950	0.32	Unreliable
24	0.641	0.32	Reliable
25	0.383	0.32	Reliable
26	-0.165	0.32	Unreliable
27	0.172	0.32	Unreliable
28	0.666	0.32	Reliable
29	0.083	0.32	Unreliable
30	0.771	0.32	Reliable
31	0.423	0.32	Reliable
32	0.335	0.32	Reliable
33	0.170	0.32	Unreliable
34	-0.075	0.32	Unreliable
35	0.590	0.32	Reliable
Reliable :26 (74,29)%			
Unreliable :9(25,71)			

APPENDIX 3a : The Treatment Schedules

No	Date	Experimental group	Control group
1	Meeting 1 (Fri, January 30 th 2020)	Pre-test	Pre-test
2	Meeting 2 (Tue, February 4 th 2020)	Factual report	Factual report
3	Meeting 3 (Thu, February 6 th 2020)	Factual report	Factual report
4	Meeting 4 (Tue, February 11 th 2020)	Analytical exposition	Analytical exposition
5	Meeting 5 (Thu, February 13 th 2020)	Historical nonfiction	Historical nonfiction
6	Meeting 6 (Tue, February 18 th 2020)	Biography	Biography
7	Meeting 7 (Fri, February 28 th 2020)	Post-test	Post-test



**APPENDIX 4a: Student Pre-test
Score**

NO	NAME	Y	X
1	ABM	80	65
2	AZH	75	60
3	ADSB	65	60
4	AI	65	70
5	AM	70	75
6	DA	75	75
7	DAP	65	60
8	ER	70	65
9	EW	65	75
10	EK	75	75
11	FI	75	65
12	FAL	80	60
13	FAF	70	70
14	IDS	85	70
15	IRA	70	75
16	IFTI	75	55
17	IZZA	70	65
18	KHASAN	75	65
19	LAI	65	60
20	LATI	70	65
21	MILA	80	55
22	MAS	65	60
23	MJR	75	75
24	MUNIB	70	70
25	VERIL	70	60
26	MUMTA	65	65
27	NADHIF	75	60
28	PALM	65	60
29	ROY	80	70
30	SAL	65	75
31	WIH	65	75

**APPENDIX 4b: Student Post-test
Score**

NO	NAME	Y	X
1	ACH	80	75
2	ADAM	80	70
3	ALFA	65	70
4	ALFI	65	80
5	ALVI	85	85
6	ANIS	80	90
7	AYU	80	75
8	CIND	70	70
9	DIND	75	85
10	ELYA	90	85
11	ERY	85	75
12	FIRA	75	80
13	FITRI	65	75
14	FITRIYAH	80	75
15	HALIM	70	75
16	LAILU	75	70
17	LIAN	65	80
18	LULUK	70	75
19	MAARI	85	80
20	INAM	65	90
21	MUH	70	75
22	NAFISA	75	85
23	NAMIR	85	95
24	QUNTUM	80	80
25	RISAUL	70	75
26	ROSH	65	80
27	SAJID	70	75
28	SANTI	70	75
29	WILDA	75	85
30	WINU	80	95
31	WUL	75	95